

READING FIRST IN TENNESSEE

APPENDICIES

READING FIRST IN TENNESSEE

APPENDIX A JOB RESPONSIBILITIES THE LITERACY LEADER

Job Responsibilities – The Literacy Leader

Planning, Organizing, and Coordinating

1. Assists the building administrator and faculty to assess the school's current reading program and to develop a vision, goals and benchmarks for the school's reading program.
2. Assists the building administrator with coordination and assistance necessary for the successful implementation of the school's vision around reading for all children.
3. Works with Literacy Leaders, principals and appropriate administrators to coordinate Reading First throughout the district, including non-Reading First funded schools

Professional Development

4. Serves as a link between the school staff and the approved providers of reading professional development grounded in SBRR; participates with teachers and principals in all required professional development; brokers additional professional development and technical assistance, as needed.; insists on results-based training.
5. Assists K-3 teachers in building a learning community around reading; ensures classroom follow-up to training; encourages reflective practice and shared accountability; organizes grade level meetings and small group sessions.

Instruction & Coaching

6. Works with teachers to insure that kindergarten through third grade curricula and programs are centered on the five essential elements of reading.
7. Provides information about and assists K-3 teachers in effective classroom management for the teaching of reading, focusing on flexible grouping based on assessment results and instructional needs, including intervention.
8. Monitors the implementation of the K-3 reading program with classroom visits; assures that a 90 minute (or more) block of reading is scheduled for every child in every class every day.
9. Serves as a reading coach and mentor; models effective reading instruction for teachers when necessary; gives teachers supportive feedback on their implementation of reading instruction.
10. Assists teachers in the alignment of instruction with grade level standards.

Accountability

11. Assists teachers and building-level administrators in the evaluation and selection of K-3 reading programs, reading assessments, and supplemental materials that are based in SBRR.
12. Ensures that K-3 teachers understand the use of assessment to inform instructional decisions and strategies as well as the use of approved screening, diagnosis, progress monitoring and outcome assessments.
13. Ensures that assessments are conducted in accordance with an annual assessment plan and schedule and that these results are available to teachers in a timely manner.
14. Assists K-3 teachers to interpret and use data to make good instructional decisions around reading.
15. Works with K-3 teachers to continually monitor student achievement to insure that every child is making adequate progress; insures the reading instructional team has high expectations for all learners.
16. Conducts Literacy Observations, Surveys and Benchmarking activities required by the project evaluation plan.

Special Education and Other Academic Areas

17. Participates, as appropriate, in the special education referral process to help identify children at risk of referral to special education because of difficulty in learning to read.
18. Helps faculty move away from reading as an isolated endeavor toward an integration of reading within the classrooms and the curricula of the school.

READING FIRST IN TENNESSEE

APPENDIX B ANALYSIS OF READING ASSESSMENT MEASURES CODING FORM

This document can be obtained from the website:
http://idea.uoregon.edu/assessment/assessment_forms.html
From the University of Oregon

READING FIRST IN TENNESSEE

APPENDIX C A CONSUMER'S GUIDE TO EVALUATING A CORE READING PROGRAM GRADES K-3: A CRITICAL ELEMENTS ANALYSIS

This document can be obtained from the website:
<http://www.opi.state.mt.us/pdf/ReadingEx/ConsumerGuide.pdf>
From the University of Oregon

READING FIRST IN TENNESSEE

APPENDIX D GRANT BUDGET FORM

GRANT BUDGET

GRANTEE:

PROGRAM AREA:

Reading First in Tennessee

Refer to *Department of Finance and Administration Policy 03, Uniform Reporting Requirements and Cost Allocation Plans for Subrecipients of Federal and State Grant Monies, Appendix A* for further definition of each expense object line-item in the model budget format. Policy 03 can be found on the Internet at: <http://www.state.tn.us/finance/rds/ocr/policy03.pdf>

THE FOLLOWING IS APPLICABLE TO EXPENSE INCURRED IN THE PERIOD: July 1, 2003 through June 30, 2004

POLICY 03 Object Line-item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY (detail schedule(s) attached as applicable)	GRANT CONTRACT	GRANTEE MATCH (participation)	TOTAL PROJECT
1	Salaries			
2	Benefits & Taxes			
4, 15	Professional Fee/ Grant & Award			
5	Supplies			
6	Telephone			
7	Postage & Shipping			
8	Occupancy			
9	Equipment Rental & Maintenance			
10	Printing & Publications			
11, 12	Travel/ Conferences & Meetings			
13	Interest			
14	Insurance			
16	Specific Assistance To Individuals			
17	Depreciation			
18	Other Non-Personnel			
20	Capital Purchase			
22	Indirect Cost 3.5%			
24	In-Kind Expense			
25	GRAND TOTAL			

Reading First in Tennessee – Request for Proposal

ED-5066

READING FIRST IN TENNESSEE

APPENDIX E FINAL REPORT: ANALYSIS OF READING ASSESSMENTS of INSTRUMENTS FOR K-3

This document can be obtained from the website:
<http://idea.uoregon.edu:16080/assessment/>
From the University of Oregon

READING FIRST IN TENNESSEE

APPENDIX F COVER PAGE

READING FIRST IN TENNESSEE

Cover Page

School District Information

Name of School District: _____	Contact Person: _____
Director of Schools: _____	Title: _____
Address: _____	Address: _____
_____	_____
City, Zip _____	City, Zip: _____
Phone: _____ Fax: _____	Phone: _____ Fax: _____
E-mail: _____	E-mail: _____
Fiscal Manager: _____ Fiscal Manager Phone: _____	

School Building Information

If more buildings are participating, please attach a sheet with the additional school information.

Name of School: _____	Name of Principal: _____
Address: _____	
Phone: _____	Fax: _____ E-mail: _____

Name of School: _____	Name of Principal: _____
Address: _____	
Phone: _____	Fax: _____ E-mail: _____

Regions (Please check)

_____ West

_____ Middle

_____ East

Amount Requested: (NOTE: Requested dollar amounts must be filled in for all three years.)

Year One \$ _____
Year Two \$ _____
Year Three \$ _____
TOTAL \$ _____

Reading First in Tennessee – Request for Proposal

ED-5066

READING FIRST IN TENNESSEE

APPENDIX G SIGNATURE PAGE

READING FIRST IN TENNESSEE

Part 1: Signature Page

Please complete the information in the box below that is appropriate to your grant application.

District Application Signatures

Name of School District: _____

Signature of Director of Schools: _____

Name of School: _____ Signature of Principal: _____

Name of School: _____ Signature of Principal: _____

Name of School: _____ Signature of Principal: _____

Name of School: _____ Signature of Principal: _____

Name of School: _____ Signature of Principal: _____

Name of School: _____ Signature of Principal: _____

Name of School: _____ Signature of Principal: _____

Name of School: _____ Signature of Principal: _____

Name of School: _____ Signature of Principal: _____

Name of School: _____ Signature of Principal: _____

If more buildings are participating, please attach a sheet with the additional school names and principal signatures.

READING FIRST IN TENNESSEE

APPENDIX H PROFESSIONAL DEVELOPMENT SCHEDULE

**Identification and Selection Process - Initial Training and Planning
Tennessee Reading First Cadre**

2004	Activity	Responsibility
Jan. 5 – Jan 23	Literacy Leaders are appointed and assume their new role	Local Reading First schools and school districts
Jan 5 – Jan 23	TN-RFC members are assigned to Reading First schools	State Reading First staff
Jan. 26 - Jan 29	Initial professional development in SBRR for the TN-RFC (25 persons) and newly appointed Reading First Literacy Leaders (40)	State Reading First Director; nationally recognized trainers
Jan. 30	Initial training in observation protocol, benchmarking and data collection for the TN-RFC and newly appointed Reading First Literacy Leaders	University of Memphis CREP Center
Feb. 2 – Feb 20	Technical assistance is provided to Reading First schools in the development of their school-based Reading First professional development plan. Literacy Leaders, teachers and the TN-RFC member work together on this project.	State Reading First staff; TN-RFC members
Feb. 24	School-based Reading First Professional Development Plans are due from Reading First schools.	Literacy Leaders working with principals and teachers and the Cadre member assigned
Feb. 24-26	Newly appointed Reading First Literacy Leaders receive Reading to Lead training to develop skills and knowledge needed to handle their new roles and responsibilities	AEL-TN
Feb 1-June 4	Planning for REA–Reading First Transition Meeting	State Reading First Staff
March 1-May 28	School-based Reading First Professional Development Plan Implemented	Literacy Leaders working with building-level principals, teachers and TN RFC members
March 1-July 16	Literacy Leaders and TN-RFC members assist the State in planning for summer regional Reading Academies	State Reading First Staff
March 22	Regional “check-up meeting – East TN FOCUS ON ASSESSMENT	State Reading First staff
March 23	Regional Reading First principal and central office LEA staff meeting; TDOE regional consultants – East TN	State Reading First staff
March 25	Regional “check-up meeting – West TN FOCUS ON ASSESSMENT	State Reading First staff
March 26	Regional Reading First principal and central office LEA staff meeting, TDOE regional consultants – West TN	State Reading First staff
March 29	Regional “check-up meeting – Middle TN FOCUS ON ASSESSMENT	State Reading First staff
March 30	Regional Reading First principal and central office LEA staff meeting; TDOE regional consultants – Middle TN	State Reading First staff

Dates 2004	Activity	Responsibility
June 14-16	Newly appointed (2 nd round) Reading First Literacy Leaders receive Reading to Lead training to develop skills and knowledge needed to handle their new roles and responsibilities	AEL-TN
June 16-17	REA-Reading First Transition Meeting– Literacy Leaders and principals from REA and Reading First schools	State Reading and Reading First staff
June 18	Multi-region “check-up” meeting	State Reading First staff
June 19- July 14	Technical assistance is provided to newly funded (2 nd round) Reading First schools in the development of their school-based Reading First professional development plan. Literacy Leaders, teachers and the TN-RFC member work together on this project.	State Reading First staff; TN-RFC members
July 15	School-based Reading First Professional Development Plans are due from 2 nd round Reading First schools.	Literacy Leaders working with principals and teachers and the Cadre member assigned
July 19-23	Summer Reading Academy – Middle and East Tennessee for Literacy Leaders, K-3 teachers, k-12 special education teachers, building-level principals, TN-RFC members, appropriate State staff	State Reading First staff; Nationally recognized trainers; TN- RFC members
Aug. 2-6	Summer Reading Academy – West Tennessee for Literacy Leaders, K-3 teachers, k-12 special education teachers, building-level principals, TN-RFC members, appropriate State staff	State Reading First staff; Nationally recognized trainers; TN-RFC members
Aug. 16 thru’ the school year	School-based Reading First Professional Development Plan Implementation continued	TN-RFC members, Literacy Leaders, State Reading First staff
October 11-15	Regional “Check-up” meetings scheduled	State Reading First staff

Dates 2005	Activity	Responsibility
Jan. 11-15	Week-long intensive training workshop to reinforce SBRR professional development skills and knowledge for the TN- and Reading First Literacy Leaders (about 88)	State Reading First Director; nationally recognized trainers
Jan 15- July	Planning for summer Academies: Initial and Intermediate	State Reading First staff, Literacy Leaders, TN-RFC members
March 30	Regional “check-up meeting – East TN	State Reading First staff
March 31	Regional Reading First principal and central office LEA staff meeting; TDOE regional consultants – East TN	State Reading First staff
April 5	Regional “check-up meeting – West TN	State Reading First staff
April 6	Regional Reading First principal and central office LEA staff meeting, TDOE regional consultants – West TN	State Reading First staff
April 7	Regional “check-up meeting – Middle TN	State Reading First staff
April 8	Regional Reading First principal and central office LEA staff meeting; TDOE regional consultants – Middle TN	State Reading First staff
June 6-7	Regional “check-up meeting – East/Middle TN (including Academy planning)	State Reading First staff
June 9-10	Regional “check-up meeting – West/Middle TN (including Academy planning)	State Reading First staff
July 12-15	Intermediate Summer Reading Academy – West TN	State Reading First staff, TN-RFC, nationally recognized trainers
July 19-22	Intermediate Summer Reading Academy – East TN	State Reading First staff, TN-RFC, nationally recognized trainers
August 1-5	Initial (Foundation) Reading Academy for teachers, principals new to Reading First schools - Middle TN	State Reading First staff, TN-RFC, nationally recognized trainers
August 10	School-based Reading First Professional Development Plan for 2005-2006 year due	Literacy Leaders and TN-RFC members